



Urban Arts Partnership
Curriculum Map
2012-2013

Name: Claire Tunkel
School: PS 40 Q
Grade/Class: K, 1, 2
Art Form: Music. Art. Dance. Drama

Program Overview and Goals

Program Summary/Goals

What do you want to teach and the goals that you want to accomplish?

This year we will explore the different ways we can express ourselves telling stories using music, art, dance, and drama. We will be M.A.D.D. Artists! The students will feel comfortable and confident using multiple art forms to tell stories about who they are. The students will have the opportunity to perform and share their discoveries. We will create a space where they can, without fear, investigate, examine, and test their imaginations. We have an empty classroom on the fifth floor of the school called the M.A.D.D. studio. We will fill the room with art. When you enter the studio you will not only see what they have created but feel the passion, discipline and commitment they have poured into the space. Students will make artistic choices and be able to articulate why they were made. Students will appreciate the artistic choices made by other classmates and value the difference and similarities in the work created. Students will embrace the fact they are unique individuals and celebrate it through music, art, dance, and drama.

Essential Question

One big question that you'll be exploring all year through all the projects?

How would I do it?

Project #1 Description

What will be your first project and how does it relate to your goals?

*Students will share stories about how their family celebrates the holidays.
Students will create a M.A.D.D. piece for the holiday show.
What and how do you celebrate?*

Project #2 Description

What will be your second project and how does it relate to your goals?

Project #3 Description

What will be your second project and how does it relate to your goals?

This is a proposed learning model for 21st Century After-School programming. If model is implemented, TA's will hit common core targets within the first 20 minutes of their lesson. TA's have the freedom to touch on other common core targets if they please but not mandatory.

Time	Activity	Common Core	Description
2 Min	Program Board check in		T/A reviews goals with group; board will also include rules, methodology bubbles, behavior incentive chart, jobs, agenda, announcements
5 Minutes	2 Vocab words	7.L.4: Vocab Acquisition-Understanding word or deriving meaning when used in a sentence. 7.L.6: Vocab acquisition - Gather vocab knowledge when considering a word or phrase important to comprehension and expression	T/A introduces 2 new vocab words by using them in a sentence. T/A should make reference to the 2 new words throughout the lesson
5 Minutes	Master Work	7.SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,	Master Work is introduced and discussed at the beginning of each class

		building on others ideas and expressing their own clearly and persuasively.	
5-10 Min	Journal Entry	7.w.3: Writing narratives to develop real or imagined experiences; 7.w.1: writing an argument to support claims with clear reasons and relevant evidence; 7.w.5: Develop and strengthen writing as needed by planning, revising, editing or rewriting	Each journal entry should include the date, vocab of the day and student reflection of master work.
60-90 Min	Activity	Teacher's choice	Teacher's choice

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Project Plan #1

Guiding Questions : What Holiday do you celebrate during the winter months? How do you celebrate it? What are some of your families/communities traditions?

Materials Needed: Music, paper, paint supplies, markers, crayons, scissors, glue, glitter,

Equipment checkout:

Culminating Event and Date: December 14, 2012 5:30-6:30

Field Trip dates (include career contact):

Project Name: Let's Celebrate

Project Goal: To bring awareness to how students celebrate winter holidays. To create a piece to share with other students, family and friends for Christmas show.

Final Product: A 3-5 minute M.A.D.D. piece with student created choreography, costumes, and set.

Common Core Standards

Anchor Strands K.SL.1, 4, 6 1.SL.4,5,6 1.L.1,5,6

CIRCLE ONE Reading Writing (SL) Language other

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)
Students will have a broader understanding of how different cultures celebrate holidays. Students will understand the importance of tradition and how it keeps a culture alive.

Project #1

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
1	10/1		M.A.D.D.	Heritage O.P.	Introductions/ rules/ warm-up dance	Dance making- students will be able to follow a warm-up, Developing dance literacy- students will develop a working knowledge of dance language and classroom etiquette.
2	10/4			Heritage O.P.	Set goals/ warm-up dance	Dance making- students will be able to follow a warm-up, Developing dance literacy- students will develop a working knowledge of dance language and classroom etiquette. Making goals-students will understand what a goal is.
3	10/11	Study, Experience, Create		Heritage O.P.	Warm-up dance/ Alphabet dance/ Name tags/ Photographs	Dance making- students will be able to follow a warm-up, Developing dance literacy- students will develop a working knowledge of dance language Making

						connections-Students will connect dance and visual art.
4	10/15	Study, Experience, Present	Artist	Heritage O.P.	Warm-up dance/ Learn choreography/ Students create their own choreograph	Dance making- students will be able to follow a warm-up, Developing dance literacy- students will develop a working knowledge of dance language Students will be able to remember choreography sequence
5	10/18	Study	Warm-up, Stretch, Mirroring	Heritage O.P.	Warm-up/ review choreography/present in small groups	In addition to dance making and developing dance literacy students will observe each other in a mini performance setting. Student will be able to discuss what they liked about the sharing and why.
6	10/22	Study	Celebrate, Tradition	<i>Christmas Around the World</i> by Mary D. Lankford	Talk about what a celebrations is, what holidays students celebrate and how we can create a M.A.D.D. piece for the December show. Write a script that will be used to introduce piece to audience.	Students will have a clear idea of what the holiday show is about and understand what we will be working on for the next six weeks.

7	10/25	Study	Space, Direction	<i>The Nutcracker the Untold Story</i> DVD with N.Lane J Turturro	Continue to brainstorm show and map out a plan with a clear beginning, middle, and end. All four elements (music, art, dance, drama) should be used.	Students will be able to work collectively to create and outline for their piece.
8	10/29	Create	Stillness, Movement	Radio City Music Hall Christmas Spectacular	Create and learn choreography	Students will learn and take an active role in creating choreography. Students will be able to begin and end a dance in stillness.
9	11/1	Create	Beginning, Middle, End	The Chocolate Nutcracker Youtube	Create and learn choreography	Students will learn and take an active role in creating choreography. Students will choose and order the movements in a sequence with a beginning, middle, and end.
10	11/5	Create	Solo, Duet, Group	Christmas- Lady GAGA, Run DMC, TLC Youtube	Create and learn choreography	Students will learn and take an active role in creating choreography. Students will understand the concept of solo, duet, and group.
11	11/8	Create	Recall, Repeat, Sequence		Create and learn choreography	.Students will learn and take an active role in creating choreography.

						Students will recall, repeat and practice the sequence.
12	11/15	Create	Sketch, Design	Images of Christmas show sets	Make stage design and props	Students will create a sketch of what the stage and props will look like. Students will divide into committees according to which part of the design they are responsible for.
13	11/19	Create	Collage, Set, Props		Make stage design and props	Students will experiment with various materials such as crayons, markers, collage, and paint. Students will create a plan of which materials they will use to make the set and props.
14	11/26	Create	Team work, Time Management		Make stage design and props	Students will work together to create set and props. Students will understand time management and what it means to clean-up properly.
15	11/29	Create	Relationship, Community		Make stage design and props Students will be able to share	Students will be able to share their work in progress and discuss why they made the design

						choices they did.
16	12/3	Refine	Refine, Practice		Make stage design and props	Students will refine work and make final touches. Students will practice dance with set and props.
17	12/6	Refine	Focus, Dynamics		Finish set and props and review dance	Students will rehearse with set and props. Students will make needed adjustment to props and set.
18	12/10	Refine	Prepare, Rehearse		Rehearse in theater	Students will prepare the stage for the show and rehearse.
19	12/14	Present	Shine		Show time!	.Students will have fun and perform with confidence.
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Teaching Artist Reflections

Assessment/Reflection Questions:

What were the successes of this project?

What were the challenges of this project and what would you do differently?

What are your next steps?

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Project Plan #2

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:
Project Goal:
Final Product:
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

Project #2:

Sess #	Date	Methodology	Vocabulary	Master Work	Class Outline/Activity	Learning Target
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Project Plan #3

Guiding Questions (*3-5 questions that will guide your project*):

Materials Needed:

Equipment checkout:

Culminating Event and Date:

Field Trip dates (include career contact):

Project Name:
Project Goal:
Final Product:
<i>Common Core Standards</i> Anchor Strands (what are the big ideas of this unit & what are its anchor strands?) CIRCLE ONE (Reading Writing SL Language other)
Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)

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Project Rubric (at least 6 criteria for each level, 2 each for academic, artistic and social goals)

EXCELLING	
ACHIEVING	
EMERGING	